

**A STUDY ON CONTEXT CLUES IN READING ABILITY OF
EXPOSITORY TEXT OF THE SECOND GRADE
AT MAN 1 DUMAI**



BY

**PRAWIRA YUDA SASMITA
NIM.10614003459**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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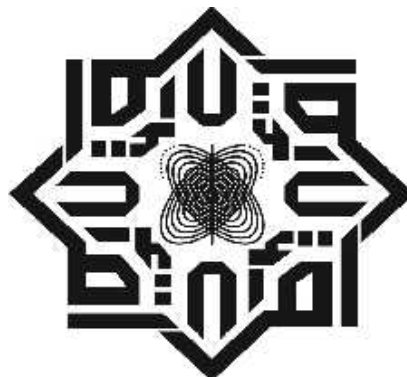
**A STUDY ON CONTEXT CLUES IN READING ABILITY OF
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AT MAN 1 DUMAI**

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By

PRAWIRA YUDA SASMITA

NIM.10614003459

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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ABSTRAK

Prawira Yuda Sasmita (2013): Pembelajaran Context Clues dalam kemampuan Membaca Text Expository Siswa Kelas Dua MAN 1 Dumai.

Di dalam penelitian ini terdapat sebuah masalah, tujuan, metode, penemuan dan kesimpulan. Permasalahannya ialah siswa masih punya masalah untuk memahami dan mengerti apa itu context clues seperti, pengertian, cause effect, kontras, modifier dan restatement dalam kemampuan membaca text expository.

Tujuan dari penelitian ini untuk mencari tahu data pemahaman siswa terhadap context clues dan seberapa jauh kemampuan membaca serta pemahaman membaca text expository siswa kelas dua MAN 1 Dumai.

Metode yang digunakan dalam penelitian ini adalah descriptive quantitative. Populasi dari penelitian ini adalah seluruh siswa kelas dua MAN 1 Dumai. Totalnya berjumlah 94 siswa. Karena jumlah populasinya terlalu besar, penulis menggunakan sample acak. Instrumen dari penelitian ini menggunakan tes membaca dalam pilihan ganda. Untuk menganalisa data, penulis menggunakan IBM SPSS 20 software, frequency dan nilai rata-rata.

Setelah menganalisa data, penulis mendapati bahwa kemampuan siswa dalam membaca text expository menggunakan context clues dikategorikan bagus.

ABSTRACT

Prawira Yuda Sasmita (2013): A Study on Context Clues in Reading Ability of Expository Text of Second Grade Students at MAN I Dumai

This research report has a problem, purpose, method, finding, and conclusion. The problem is that some of the students still have problem to master context clues such as definition, definition, cause and effect, contrast, modifier, and restatement in reading ability of expository text.

The purpose of this research is to find out the data about students' understanding context clues in reading ability and to know how far the students' ability in context clues of expository text, at second grade MAN 1 Dumai.

The method of this research is descriptive quantitative research. The population of this research was all of the second grade students at MAN I Dumai. The total number of population was 94 students. Because the number of population was large, the writer used clustering random sampling. The instrument of this research was by using reading test in multiple choices. To analyze the data, the writer used IBM SPSS 20 Software, frequency and mean score.

After analyzing the data, the writer found that the students' reading ability on context clues of expository text was categorized into good.

يرا يودا اساساميتا (2103): تأثير استخدام استراتيجيات Context Clues إلى فهم القراءة في النصوص الإنشائية لطلاب الصف الثاني بالمدرسة العالية الحكومية 1 .

في هذه الدراسة أن هناك مشكلة، والغرض، وطريقة والنتائج والاستنتاجات. قدرة راءة اللغة الإنجليزية لا تزال منخفضة. على سبيل المثال، فإنها لم تكن قادرة على تحديد الفكرة الرئيسية، لا يمكن أن نفهم كلمة واحدة، وشكل بولي من النص، وأنها لم تكن قادرة على استخلاص استنتاجات من النص الانكليزي. الطلاب ليسوا قادرين على تمرير مستوى من القيمة الـ

وكان الأسلوب في هذه الدراسة إلى تحديد قدرة الطلاب على Context Clues القراءة، وكذلك معرفة بيانات الطلاب في فهمهم لقراءة اللغة الإنجليزية لطلاب الصف الثاني بالمدرسة العالية الحكومية 1 .

الأسلوب في هذه الدراسة هو تجريبي. وقد اتخذ عدد من الطلاب في هذه الدراسة لطلاب الصف الثاني بالمدرسة العالية الحكومية 1 دوماي. عينة الإجمالي للطلاب في هذه الدراسة هو 94 طالبا. ويرجع ذلك إلى عدد كبير من هذه، استخدم واضعو النظام على عينة عشوائية من البيانات؛ فئة الصف الحادي عشر لقسم العلوم الكونية الألف يتكون من 31 الصف الحادي عشر لقسم العلوم الكونية الباء 31

وبالتالي فإن إجمالي عدد الطلاب هو 62. أداة تستخدم لاستخدام الاختبار. تحليل البيانات، يستخدم الكاتب IBM SPSS 20 وصيغة تـ

بعد تحليل البيانات، والكتاب يجد عرض

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1 67 >3 59<2 66. بحيث فرضية العدم (هو) هو رفض وقبول الفرضية البديلة (ها). كما يبين المؤلف فئات مهارات الطلبة في القراءة تم تدريس اللغة الإنجليزية باستخدام القرائن السياق على النحو التالي (82 03) جيد جدا وفئات (72 58) وهناك على حد

سواء تأثير كبير للغاية من استخدام Context Clues

الإنجليزية لطلاب الصف الثاني بالمدرسة العالية الحكومية 1 .

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PRAWIRA YUDA SASMITA
NIM: 10614003459

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In learning English, Reading is one of the important ability, which must be studied by the students besides writing, speaking, and listening which almost in all levels school in Indonesia from elementary school, high schools, even university level. It is a basic ability to stimulate literacy and accumulate the knowledge as well. The goal of reading is to understand and comprehend of the materials. Reading without understanding seems useless. To understand a paragraph or a text in reading, the students should possess reading ability to be able in identifying topic, topic sentences, supporting details, main thought, reference, conclusion etc. so, they can get information, knowledge and understand the context from reading materials.

Furthermore, the role of teacher extremely demanded as an educator, motivator, and facilitator, is most important thing to use the effective ways of teaching reading, so that the students will be trained, especially in understanding reading materials. On the other hand, teacher is expected to be creative in teaching reading in order to motivate and stimulate as well as facilitate the students to use adding English in daily basis.

Then, the teaching and learning activities done in class are very important factors to lead the students to understand and comprehend what they read. The activities should give useful contribution for the sake of improving the students' understanding, particularly in the term reading ability. For this reason, teacher is supposed to create a good learning environment by using appropriate reading methods, strategies, techniques, and relevant materials for the remarkable progress of their student¹ ed by school-based curriculum (KTSP), the aim of teaching reading is to develop the students' ability to read material, get information and

understand English texts. There are some genres, which are taught at second grade students of MAN 1 Dumai for examples: Narrative, Report, News Item, Recount, and expository texts. Consequently, the curriculum has its objective based on standard competence on each genre based on the syllabus at the school.

There are some ways that the teacher of MAN I Dumai had done in teaching and learning reading subject to increase the students' understanding of the context and improve their ability about reading materials. The teacher's ways are for examples scanning, skimming, intensive and extensive reading, context clues etc. The reading context can be identified through some clues for examples: the word "for instance, to illustrate" for examples idea, "because, therefore" for cause idea, "like, similarly" for comparison idea, "but, on the other hand" for contrast idea. As a result, they can guess the meaning words and get ideas or information for the reading materials.

However, based on preliminary observation the researcher interviewed the English teacher at second of MAN 1 Dumai. The conclusion, there are some students those do not understand the meaning of unknown words. Actually, to understand the text and improve the students' ability, the teacher had taught about context clues to the students in expository text such as definition, restatement, example, cause effect, and contrast. However, there are some students that still get problem in understanding expository text. It can be identified from the students' problem as in the following:

1. Some of students are not able to identify linking word in though patterns for examples: definition, restatement, cause effect, comparison, contrast, example, etc in the expository texts.
2. Some of students are not able to determine the meaning of synonyms, antonyms, homophones and homographs.

3. Some of students are not to get the meaning of unknown words from the text.

Context clues are the words, phrases, or even pictures that surround a word, which help explain the word's meaning". Then, Context clues include definitions; synonyms, antonyms, examples; cause-effects; contrast and comparison; restatements; graphic illustrations, such as charts, tables, figures, and diagrams; and syntactic and semantic clues found in the sentence structure and words that surround the unfamiliar word. In short, related to the explanation above, the writer is interested in conducting a research which entitled "A study on Context Clues in Reading Ability of Expository Text of the Second Grade Students at MAN I Dumai".

B. The Problem

1. The Identification of the Problem

The problems of this research are identified that there are two factors, which cause the students' low reading ability on context clues such as definition, example, cause and effect, contrast, restatement, and modifier. Furthermore, the problem also comes from the teacher who teaches context clues explicitly. This causes the process of teaching and learning reading at classroom is not effective as well.

2. The Limitation of the Problem

Based on the identification of the problems above and consideration of limited time and found, this research is limited on the students' problems of context clues, such as definition, example, cause and effect, contrast, restatement and modifier. In this research,

the researcher focused on expository text which is based on the curriculum at MAN I Dumai.

3. The Formulation of the Problem

Based on the limitation of problem explained above, the research question can be formulated as in the following: How is the students' reading ability on Context Clues in Expository text at second grade students of MAN 1 Dumai?

4. The Definition of Term

1. Context clues are hint found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words¹. In this research, the context clues (Definition, examples, restatement, contrast, compare, cause and effect clues) are used by the teacher who teaches students in reading materials at second grade of MAN 1 Dumai.
2. Reading ability are specific abilities that enable the students at second grade of MAN 1 Dumai to read the written form as meaningful language, to read anything written with independence, ability to mentally interact with the message in reading passage.

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the data about students' ability reading of context clues in reading.

2. The Significance of the Research

¹Irwin L .Joffee. 1997 ."Opportunity for Succesfull Reading".8th ed. Belmont Wadsword in *College Skills Program*. ([http://www.csupmona.edu/-ire/crsp/handouts/context clues.html](http://www.csupmona.edu/-ire/crsp/handouts/context%20clues.html). Retrieved on November 17th 2012

Actually, every research will be hoped to bring any improvements and changes. As theoretically, the results of this research can be used as input in teaching reading and give a contribution to the development of teaching reading by using context clues. This research also can be used as the reference for other researchers to get information about teaching reading. Practically the result of this research is hoped to be meaningful for teachers who are responsible for planning and developing lesson especially in reading ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Ability

a. Nature of Reading

According to Tankersley states, that Reading is about understanding and being able to process what we see at the metacognitive level; without ability, true reading does not occur. Reading growth does not end at a specific age; we never truly master reading, but continue to build our skill and background knowledge over our lifetimes.¹ It means that a reader needs several process to get knowledge to comprehend the reading materials.

Next, Reading is an interactive process, which is the interaction between the reader and the writer. The text provides information that the author wants the readers understand in certain ways. The reader also brings a wide range of background knowledge to reading, and she or he actively construct the meaning of the text by comprehending what the writer intends and by interpreting it in terms of the background knowledge activated by the reader.²

Reading can occur with different processes in different ways. There are three main models of how reading occurs:

1) Bottom-up theory

¹Tankersley, K.*The threads of reading: Strategies for literacy development*.Virginia: Association for Supervision and Curriculum Development. 2003.Page 5

² William Grabe. *Reading in a Second Language: Moving from Theory to Practice*, New York: Cambridge University Press.2009.page 22

Reader reconstructs the text from the smallest units (letter to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process.

2) Top-down theory

The readers bring a great deal of knowledge, expectation, assumption, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top-down theory argues that reader fits the text into knowledge (cultural, syntactic, linguistic and historical) they already possess, and then check back what new or unexpected information appears.

3) The interactive school of theorist/interactive model

This theorist argues that both top-down and bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about reading. Most experts accept some version of the interactive model as the best description of the reading process.³

Furthermore, there three stages of reading process as in the following:

1) Recognition Stage

“At this stage, the learner simply recognizes the graphic counterparts of the phonological items. Example: the learner recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the

³ William Grabe. *Ibid*

script of the learner's mother tongue and English and between the spelling conventions of two languages.”

2) Structuring Stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3) Interpretation Stage

“This is the highest level in the reading process. The learner comprehends the serious and jocular use of the words, distinguishes between a statement of fact and a statement of opinion. It is the stage at which a person really reads for information or for pleasure”.⁴

In short, in recognition stage, it is for beginner that they need to identify how to pronounce and spell the words, which different from spoken and written. In the structuring stage, the reader is supposed to understand the structural meaning of vocabulary what they read. Then, the highest level is interpretation which the reader can distinguish the material as well. This level is sort of extensive reading.

a. Principles of Teaching Reading

In teaching Reading, the teachers have to consider some principles to make the teaching better. According to Harmer⁵, there are some principles that teacher needs to know behind the teaching of reading. The principles are as follows: first, reading is not a passive skill, students need to be engaged with what they are

⁴ Fatel and Praven M.Jain. *English language Teaching*. Jaipur: Sunrise Publisher and Distributor.2008,page.19

⁵ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Essex: Addison-Wesley Longman, Ltd., 1998), pp. 70-71

reading, students should be encouraged to respond to the content of a reading text, prediction is a major factor in reading, match the task to the topic, and good teacher exploit reading text to the full. Second, Reading text is not only noticing the language use of the text. It is better to challenge students to understand the meaning and message of the text. Third, Prediction is a major factor in reading. Before reading, reader usually has an idea about what will be coming from the text. Teacher should give students hint so that they can predict what is coming too. It will make them better and more engaged. Fourth is the match the task to the topic, teacher uses the interesting and appropriate questions, engaging and useful puzzles, etc. The common text can be very interesting with imaginative and challenging task. In short, Good teacher exploit reading text to the full, teacher integrates reading text into interesting class sequences, using topic for discussion and further task, using the language for study and activation. Teacher knows what to do after letting students read the text with the meaningful activity.

1) Reading is not a passive skill

Reading is a multiple works activity. To do it successfully, reader should understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. Teacher has to consider these.

2) Students need to be engaged with what they are reading

Engaging students to read will be important job for English teacher. The students who are engaged are usually interested in reading a text. How the teacher

can stimulate and motivate the students in reading to determine the success in teaching reading.

- 3) Students should be encouraged to respond to the content of a reading text, not just to the language.

Reading text is not only noticing the language use of the text. It is better to challenge students to understand the meaning and message of the text.

- 4) Prediction is a major factor in reading

Before reading, reader usually has an idea about what will be coming from the text. Student is also a reader. Teacher should give students hint so that they can predict what is coming too. It will make them better and more engaged.

- 5) Match the task to the topic

Teacher uses the interesting and appropriate questions, engaging and useful puzzles, etc. The common text can be very interesting with imaginative and challenging task.

- 6) Good teacher exploit reading text to the full

Teacher integrates reading text into interesting class sequences, using topic for discussion and further task, using the language for study and activation.

Teacher knows what to do after letting students read the text with the meaningful activity.⁶

c. Reading Skills

Skills in reading are behaviors the readers learn that they can use for a greater good. They are useful only within a context: learning skills in isolation makes them

⁶ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Essex: Addison-Wesley Longman, Ltd., 1998), pp. 70-71

useful only in isolation. Skills are details that enable us to hold together words, sentences, paragraphs, stories, ideas, and understandings. Having control of skills enables us to process more information, and to process it more accurately and quickly. There are three types of reading skills as follows:

1) literacy skills

”Reading skills are used in writing, and speaking skills are used in listening. All of these skills are taught and learned throughout all the grades. these are identified teaching points and features to note within a context when we are conducting reading and writing lesson Literacy skills are explicit and rather minute. They include the names of individual letters, the sounds we give those letters and letter combinations (also known as phonics), and the ways we arrange those combinations of letters to form words (also known as spelling). They include the mechanics of how to wrangle words into phrases and sentences (also known as grammar), and how to delineate those sentences as organized masses (also known as punctuation”.

2) Study skills

Study skills enable the readers to interact with texts in ways that strengthen understanding and provide vehicles for expressing that understanding. Study skills help them to do five things:

1. locate information
2. record that information
3. retrieve that information

4. manipulate (move) that information
 5. use that information
- 3) Comprehension skills.

“Comprehending what has been read is the reason the teacher teaches reading. His work and that of the students is not about the reading, and never has been. The work is about the *thinking*. Nothing matters if they do not know what it is they have read. Comprehending is conjuring an image from the author’s words and the reader’s experiences. It is maintaining that image, shifting it as the words and experiences indicate. Comprehending remains intact as long as the reader sustains the image and realizes when the image breaks.”

Finally it can be concluded that in the study skills, the readers interact with texts in ways that strengthen understanding and provide vehicles for expressing that understanding. Study skills help them to do five things; locate information, record that information, retrieve that information, manipulate (move) that information, use that information. Comprehension skill that comprehending what has been read is the reason the teacher teaches reading. His work and that of the students is not about the reading, and never has been. The work is about the thinking. Nothing matters if they do not know what it is they have read.

d. Type of Reading Skills

Brown explains which two types of skills are in reading comprehension as follows:

- 1) Micro Skills

- a) The reader can discriminate among distinctive graphemes and orthographic pattern of English.
- b) Retain chunks of the language in term of short and long memory.
- c) The reader recognizes a core or words, and interpret the words patterns and significances.
- d) The reader recognizes grammatical words (noun, verb, adjective, adverb, etc), systems, pattern, rules, and elliptical form.
- e) The reader recognizes the word meaning in different grammatical form.
- f) The reader recognizes devices of cohesive in written discourse and his/her role in signaling the relationship between clauses.

2) Macro Skills

- 1. Recognize the rethorical form of written discourse and their significance for interpretation.
- 2. Recognize the communicative functions of written text, based on to form and purpose.
- 3. Infer context that is not explicit by using background knowledge.
- 4. Infer links and connections between events, deduce causes and effects and identify main idea, supporting details, new information, generalization, and exemplification.
- 5. Distinguish between literal and applied meanings.
- 6. Develop and use a battery of reading strategies, such as scanning, and skimming, detecting discourse marker, guessing the meaning words from context, and activating schemata for interpretation of the texts.

e. Strategies for Active Reading

Mc Worther states,” effective reading is not a single process, but a complex set of skills involving activities before, during, and after reading”. According to him, there are some steps of reading as follows⁷:

- a) Before reading, there are some points which should be considered such as determining the subject of the material and how the material is organized, deciding what the readers need to remember from the material, and defining the purpose for reading.
- b) During reading, the readers should identify what is important, determining how keys ideas are supported, identifying pattern of thought, drawing connection among ideas, anticipating what is to come next, and relating ideas to what you already know.
- c) During and after reading, the readers need to identify the author’s purpose for writing, analyzing the writer’s technique and language, evaluating the writer’s competence, asking critical questions, and evaluating the nature and type of supporting evidence.

In conclusion, as active readers, they get involved with the material that they are reading, which they think, question, challenge, and criticize the author’s ideas.

f. Expository Paragraph and Text

According to Syafi’i et al. expository paragraph is a paragraph that explains or analyzes a topic⁸. It is created in order to clarify or explain a problem or a

⁷ Katherleen T.Mcwhorter.1992. *Efficient and Flexible Reading*. New York: Harper Collins Publisher

phenomenon. It can contain elements of comparison and contrast or cause and effect writing - both facilitate accurate exposition of its subject-matter. There are some methods that can be used to organized a paragraph of exposition are by: explaining process and procedures, giving comparison and contrast, analyzing cause and effect ect.

Next, there are some elements of exposition paragraphs as in the following:

- 1) “Formal Language - third person voice and scientific terms are used instead of informal, emotive vocabulary;
- 2) Evidence – includes references to research, naming of the author(s) of the inquiry, practical examples, and comparisons;
- 3) Explanation – the paragraph accounts for the variety of ailments characteristic of a disease explaining the risks and symptoms;
- 4) Background information – the paragraph relates to already conducted researches and their preliminary results as well as provides information on further medical inquiry. It also gives examples of possible medical interventions”.

Readence et al in Sejnost suggest a simple procedure to help students recognize, identify, and utilize text structure as a way to better comprehend and recall reading from expository text: First, model this strategy for students by working through an assigned text reading that illustrates a particular text structure and explaining why it is a certain type and how that type is organized. Make use of the text structure signal words provided above and use a graphic organizer from among

⁸ Syafi'i et al. *The effective paragraph developments: The Process of Writing for Classroom Setting* : Pekanbaru.LSBI Publisher. 2011.page.13

those below that is illustrative of the type of text being explained. Next, provide students with a practice session so they can utilize the signal words and graphic organizers for each text structure pattern. This second step allows you to gradually shift the responsibility of learning about text structures from yourself to the students. Finally, when students have become proficient at identifying specific text structure patterns, they should produce examples of the various structures on their own⁹. Furthermore, Sudarwati and Eudia Grace state,” The generic structure of analytical exposition usually has three components:

1. Thesis :Introduces the topic and shows speaker or writer’s position; Outlines of the arguments are presented.
2. Arguments: It consists about Point and Elaboration Point, states the main argument.
3. Reiteration or conclusion: Reiteration (restatement), restates speaker or writer’s position.¹⁰

Finally, Estes explains that Exposition paragraph frames provide a structure for retelling information presented in expository text. They are based on the principle that information in exposition is structured in a way that is logical and serves to makes the information clear to the reader. In effect, the organizational structure-- the composition-- of the text provides the structure for its comprehension. If this is to be true, however, the student needs to be familiar with the various structures that authors employ and to have practice in utilizing those same structures in comprehension. The

⁹ Roberta I. Sejnost and Sharon M. Thiese. “Reading (and Scaffolding) Expository Texts”. Retrieved on 15th November 2012.

¹⁰ Sudarwati and Eudia Grace. *Look Ahead: An English Course for Senior High School Students* Grade XI, Science and Social Study Program. Jakarta: Erlangga. 2007.

purpose of expository paragraph frames is to teach students the structures of text they can expect to encounter in what they have to read”.

Here are five basic ways in which authors may choose to organize information in expository text:

1. Definition, which a topic is introduced and followed by its attributes
2. Explanation, which a topic is introduced and followed by details that need to be presented in an order;
3. Cause/effect, which an event or act and its effects are described;
4. Comparison/contrast, which the similarities and differences in two or more things are presented;
5. Problem/solution, which a problem is presented followed by one or more solutions.¹¹

It can be concluded that there are some paragraphs included in exposition paragraph such as definition paragraph, explanation paragraph, cause effect paragraph, comparison and contrast paragraph.

2. Context Clues

Context clues provide enough information in a sentence to help students learn a word. The clues may seem to be useful to someone who already knows a word, but context clues often provide only partial information, and the information can be misleading. Researchers do recommend that students be taught how to use context clues because some clues are useful, and they do help students develop word-learning strategies to use on their own.

¹¹Thomas H. Estes. “*Reading in Content Areas: Exposition Paragraph Frames*”. Retrieved on 25th November 2012.

Brown in Bukhori states that context is a better strategy in guessing the meaning of difficult words. He points out that context is the word and sentences surrounding a particular word. He also argues that guessing will be accurate enough for learners to understand the author's ideas. So, making guessing from the context is very necessary when reading activities are done. In other words, a context clue is a way to determine the meaning of an unfamiliar word, which develops student's vocabulary and reading comprehension.¹²

a. *Definition of Context Clues*

Many times a writer defines a word, directly or indirectly, immediately following its use. The writer may define a word directly by giving a brief definition or providing a synonym (a word that has the same meaning). Such words and phrases as means, is, refer to, can be defined, as, often used.

Joffe in Bukhori defines context clues as hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word it refers to, or it may be in a preceding or subsequent sentence. Meaning that context clues are signs, which can help the reader to know the meaning from unknown words¹³. Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word.

b. *The Types of Context Clues*

There are two types of context clues, which are useful in understanding unknown words. They are:

¹² Bukhori. "The Contribution of Understanding Context Clues and Punctuations toward Reading Skills at English Education Department of UIN Suska Riau". Pekanbaru: Unpublished Thesis. 2008. page 33-35

¹³ Bukhori. *Ibid* Page 13

- 1) A semantic clue provides “meaning” information about unknown word.
- 2) A syntactic clue provides grammatical information about unknown word, indicating whether it is noun, a verb, an adjective, or an adverb.¹⁴

c. *Kinds of Context Clues*

According to Zainil,” There are many types of context clues, such as definition, example, cause and effect, contrast, restatement and modifier”¹⁵

1) Definition or direct explanation

The direct explanation or definition clue, is the easiest clue to spot, and the one most commonly use in the textbooks. Some writers explain words directly by giving synonym-other words with similar meaning; others tell the meaning of words by using signal words such as *that is, is a (an,)(the), is defined as, are, was, were, means, refer to, can be called*.

Next, The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. Clues to definition include “that is,” commas, dashes, and parentheses.

For examples:

- a) His emaciation, that is, his skeleton-like appearance, was frightening to see.
“Skeleton-like appearance” is the definition of “emaciation.”
- b) Fluoroscopy, examination with a fluoroscope, has become a common practice. The commas before and after “examination with a fluoroscope” point out the definition of “fluoroscopy.”

¹⁴ Wassman, Rose and Lee Ann Rinsky. *Effective Reading in Changing the world*.Singapore: pearson Asia Pte.Ltd. 2000.page 20

¹⁵ Zainil. *Opcit*

- c) The *dudeen* – a short-stemmed clay pipe – is found in Irish folk tales. The dashes setting off “a short-stemmed clay pipe” point out the definition “*dudeen*.”

2) Example

Sometimes when a reader finds a new word, an example might be found nearby that helps to explain its meaning. Words like *including*, *such as*, and *for example*, point out example clues. Often, the author will give examples that relate to a word in order to clarify it. Examples are sometimes used to point out instances, characteristics, or incidents that illustrate the meaning of word. The signal are *like*, *for instance*, *such as*, *include*, *for example*.

Examples:

- a) Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean. “Piscatorial” obviously refers to fish.
- b) Students can be divided according to many criteria, for example random sample, ability levels, friendship and interest.
- c) There are many skill and strategies that students need to help them understand written texts in English, like skimming, looking for specific information, interpreting cues, making use of graphic, synthetic, guessing or predicting, and making inference and deduction.
- d) If a student is asked to state the sequence on which certain events have taken place, he can be helped by a knowledge of adverb like first, then eventually, etc.

- e) With regard to the geographical base, natural boundaries such as rivers and mountains have determined the territorial limits of nations.
- f) The biological base related to physical characteristics, for example the color of the skin, shape of the eyes, nose, mouth, etc.

3) Contrast

Contrast or antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like “although,” “however,” and “but” may signal contrast clues.

For examples:

- a) Although most experts concurred with the research findings, several strongly disagreed.
- b) I am certain that the hotel will hold our reservation, but if you are dubious, call to make sure.
- c) The speakers denounced certain legal charges but praised other reforms.
- d) Some city dwellers are affluent; other live in or near poverty.
- e) Art is always talkative, but Ed is usually taciturn.
- f) Although the farm appeared derelict, we discovered that an elderly man live there.

4) Cause and effect

The author explains the reason for or the result of the word. Words like “because,” “since,” “therefore,” “thus,” “so,” etc. may signal context clues.

For examples:

- a) Mary’s eyes had been sore for almost a week, so her mother decides to take her to an occultist for a treatment.
- b) Joe tore his jacket, so his sister mended of him.
- c) When a psychological balance does not develop, the treatment is very difficult to reach. So prevention is the best methodology to be sought.
- d) Computer is very expensive, so we cannot afford to buy it.
- e) The first multiword utterances are not easy to identify, because they are difficult to distinguish from sequence of single-word utterances.
- f) His father died five grades ago, consequently all the responsibilities to raise the children fell on his mother.

5) Restatement/ synonym clues

The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. Synonyms are words with the same meaning. The words and phrases such *or*, *in order words*, *that is to say*, *that is* and the signal, commas, parentheses and dashes indicate restatement.

For examples:

- a) The mountain pass was a tortuous road, winding and twisting like a snake around the trees of the mountainside.

“Tortuous” means “winding and twisting.”

- b) The instructors also teach the culture (the ideas and beliefs of society)
- c) Students memorize information; in other word they learn and remember basic rules and facts.
- d) From this, it follows that ijtihad (intellectual exertion) is needed in place of slavish submission to fight.
- e) Communicating-or getting our message across- is the concern not only of second language teacher but also all in our daily lives in whatever language we happen to use.
- f) An awareness of body language-the subtle messages conveyed by posture, hand movement, eyes, smile is one among the many avenues to improve, communication by adult.

6) Modifier

An unknown word by using a phrase or a clause after it. The phrase or the clause modifies the word.

Example:

- a) An illiterate person, being unable to read or write, is often cited
- b) The reading components act as stable intermediate forms, as subparts of a larger system, with each part relatively unaffected by the order subparts.

- c) Commonplace words, those most frequent in speech and print, come from Anglo-Saxon heritage.
- d) Single-letter consonant spellings are virtually invariant-each letter stands for a single sound.
- e) This mismatch (more sound than letter) was handled early in the development of English writing by (a) diagraph spelling, with two letters representing a sound, and (b) markers, with cue alternate pronunciations or a spelling.

d. Teaching Reading Ability using Context Clues Strategy

There are some steps of using context clues that can be applied in teaching reading, which are suggested by some experts. According to Zygmouris, Mentions that there are major steps of context clues as follows:

1) Step 1

Tell students that they can sometimes use context clues to figure out the meaning of an unfamiliar word they come across in their reading. Remind them that context clues are the words, phrases, and sentences surrounding an unfamiliar word that can give hints or clues to its meaning. Inform students that although these clues can prove to be helpful, they can sometimes be misleading.

2) Step 2

The teacher to model kind of context clues for example:

a) Definition context clues

Give students copies of the Context Clues Chart Go over the chart, identifying the types of context clues and discussing the example for each one.

Tell students that they should refer to the chart as they learn more about the

different types of context clues. Explain to students that in a definition clue the author provides the reader with the specific definition, or meaning, of a word right in the sentence. Point out that words such as *are*, *is*, *means*, and *refers to* can signal that a definition clue may follow. Then print the following sentence on a transparency or write it on the board:

A yacht is an expensive vessel propelled by sail or power and used for cruising or racing.

b) Read aloud the first sentence.

Say : I'm going to look for a context clue to help me understand the meaning of the word "yacht". Underline or circle "yacht".

Say : In the sentence, I see the word "is". The word "is" can signal a definition context clue. Underline "is" using a different color marker.

Say : The phrase "an expensive vessel" follows the word "is". Underline the context clue in a different color.

Say : *A yacht is an expensive vessel propelled by sail or power and used for cruising or racing.* The author has given a definition context clue.

3) Step 3

Allow time for students to practice using context clues to construct meaning of unknown words and provide corrective feedback and support as needed.

To support the idea above, Tompkins state some activities in using context clues to help students learn which words are helpful in determining the meaning of an unknown word.

1. Select a sentence with an unknown word.
2. Write each word in the sentence on a separate index card.
3. Hand each index card to a student and share with those students the sentence.
4. Have the students arrange themselves so the sentence can be read from left to right.
5. The student with the unknown word turns his card around so the other students can see it. The words on the other cards should not be revealed.
6. Arbitrarily ask one student at a time to reveal his card. Discuss whether or not each word helps students determine the meaning of the unknown word.
7. Continue until all words have been revealed.

Next, Lynn et.al explain some steps how to use context clues in reading as in the following¹⁶:

1. Select a reading passage on a current topic or issue. Identify one or more important concept words in the text.
2. Model how to use context to determine the meaning of the words/concepts
3. Provide groups of students with different reading passages on the same topic/concept

¹⁶ Goldberg, Gail Lynn, and Roswell, Barbara Sherr. *Reading, Writing, and Gender: Instructional Strategies and Classroom Activities that Work for Girls and Boys*. Larchmont, NY: Eye On Education, 2002

4. Ask groups to read the passage, identify the important concept, determine the meaning of the concept, and (optionally) complete a concept map. For more on concept maps, see *Sorting Using a Concept Map*
5. Ask groups to share and compare their findings. Discuss similarities and differences in order to establish a common understanding of the concept.
6. Concept maps can be posted, or a class concept map can be created based on the compiled findings.
7. Ask students to describe how they used context to understand what they read.
8. Assign further reading so that students can practise using context when reading.

Context clues practice

The Rise of Snowboarding

This the example of context clues:

Would you like a sport that combines surfing, skateboarding, and skiing? If so, then snowboarding is for you! In a very short time, it has become a popular winter activity.

The first snowboard was probably invented by Sherman Poppen. In 1965, Poppen attached two skis together and tied a rope to the front of his contraption. He had created it for his daughter, who wanted a sled she could stand up on. Poppen's wife named it "the Snurfer" (from the words snow and surf). The very next year, more than half a million Snurfers were sold! (1) Among the many creative people involved in refining the design of early snowboards was an avid skateboarder named Tom Sims. (2) Every summer, he found the allure of skateboarding irresistible. (3) He was so zealous that he wanted to skate in the winter, as well. So, he designed a skateboard that would glide on ice. (4) Another devoted athlete, Jake Burton Carpenter, thought of attaching a foot holster to the

board. All these improvements helped develop the snowboards that are used today. (5) Athletes were effusive in their praise for the new sport. (6) They loved the exhilaration of racing and freestyle boarding on challenging courses. (7) By the 1980s, there were many snowboarding fanatics. Fancy tricks, like the ollie and kickfiips, performed on halfpipes (large U-shaped tracks) became popular. Through the 1980s and 1990s, the number of snowboarding competitions increased. The craze affected ski resorts all over the United States. (8) At first, most ski resort owners greeted the new sport with indifference, or even fear. Many resorts prohibited snowboarding on their slopes, until the popularity of the new sport convinced them to allow it.

Snowboarding soon became one of the fastest- growing sports in America. In 2000, the number of people who went downhill skiing had increased by 6 percent, while the number of people who went snowboarding had increased by 51.2 percent! Snowboarding continues to grow in popularity. You can now try it at most U.S. ski resorts. So, grab a snowboard, hit the slopes, and see what makes this sport so exciting to so many.

Practice: Each sentence below refers to a numbered sentence in the passage. Write the letter of the choice that gives the sentence a meaning that is closest to the original sentence.

1. Among the many creative people involved in refining the design was a(n) _____ skateboarder named Tom Sims.

a.. enthusiastic b. crazed c. mediocre d. joyful

Justify: For number 1, the word with the closest meaning to avid is _____ because

2. Every summer, he found the _____ of skateboarding irresistible.

a. happiness b. dedication c. attraction d. reluctance

Justify: For number 2, the word with the closest meaning to _____ is _____ because

3. He was so _____ that he wanted to skate in the winter.

- a. creative b. athletic c. joyful d. motivated

Justify:

4. Another _____ athlete, Take Burton Carpenter, thought of attaching a foot holster to the board.

- a. excited b. dedicated c. uninterested d. insane

Justify:

5. Athletes were _____ in their praise for the new sport.

- a. not devoted b. not caring c. gushing d. very quiet

Justify:

6. They loved the _____ of racing and freestyle boarding on challenging courses.

- a. speed b. excitement c. dedication d. commitment

Justify:

7. By the 1980s, there were many snowboarding

- a. uninterested fans b. happy athletes c. insane people d. extreme fans

Justify:

8. At first, most ski resort owners greeted the new sport with _____

- a. lack of interest b. lack of difference c. lack of athletics d. lack of respect

Justify:

B. The Relevant Research

There are some related findings, which had been researched by many researchers about reading especially context clues. First, Inayanti studied about the understanding of context clues toward students' vocabulary. She did the research in 2005 at English Education Department. Consequently, the finding of her contribution research is the more the students understand context clues, the get more vocabulary. In short, there is contribution of using context clues toward students' vocabulary in reading material.¹⁷

Second, Bukhori had finished his study about the contribution of understanding Context clues and Punctuations toward reading skills at English Education Departement of UIN Suska Riau. The samples of this research were 106 of the third grades students who were selected by proportional sampling technique.¹⁸ The result of the research is understanding context clues and punctuations give significant contribution to reading skills individually and collectively. The conclusion is by understanding context clues, the students can increase their reading skills.

Based on the contribution research about teaching vocabulary and teaching reading skills through context clues had been done by previous researchers, it is needed to develop more studies about context clues in different type of the research. On the other hand, the researcher would like to conduct a descriptive quantitative research.

C. The Operational Concept

In this research, the researcher refers to the students' ability on context clues at second grade of MAN I Dumai. The operational concept is the concept used to give an explanation about theoretical framework and elaborated in order to avoid misunderstanding in

¹⁷ Inayanti, Ika. " The Contribution of Understanding Context Clues to the Vocabulary Matery Improvement of the Second Grade students of English Education Department of UIN Suska Riau". Pekanbaru: Unpublish Thesis.2005.

¹⁸ Bukhori. Opcit

this research. It should be interpreted into particular words in order to be easy to measure.

Therefore, the operational concept of this research can be stated in these following indicators:

1. The students are able to identify **definition** of context clues on exposition text.
2. The students are able to identify **example** of context clues on exposition text.
3. The students are able to identify **cause and effect** of context clues on exposition text.
4. The students are able to identify **contrast** of context clues on exposition text.
5. The students are able to identify **restatement** of context clues on exposition text.
6. The students are able to identify **modifier** of context clues on exposition text.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is descriptive research. Garry and Nancy say that description is important because we often do not know the state of the thing being described. For example, we may be interested in the opinions of the population concerning some issue. In such cases a poll is typically taken by which the percentage for, against and undecided can be determined (note that the poll merely describes the result)¹. Its interpretation is another matter. Sometimes researchers want to know the instance of some behavior such as the amount of time a teacher spends talking, the number of decisions a school principal makes in a day or the number of school windows broken in a year. Such descriptive data may be an end in themselves, or they might be necessary to formulate more detailed research questions or to structure a more precise data collection instrument. Description may be quantitative or qualitative. Quantitative description is based on counts or measurements which are generally reduced to statistical indicators such as frequencies, means, standard deviations and ranges.

Specifically, this research is Survey Method. According to Jackson, in survey method research, participants answer questions administered through interviews or questionnaires. After participants answer the questions, researchers describe the responses given. In order for the survey to be both reliable and valid it is important that the questions are constructed properly. Questions should be written so they are clear and easy to comprehend².

¹ Garry and Nancy, Tailor. 1998. *Fundamentals of Educational Research*. Pennsylvania Taylor & Francis Inc.,

² Jackson, S.L. (2009). *Research Methods and Statistics: A Critical Thinking Approach 3rd edition*. Belmont, CA: Wadsworth.

It is important to emphasize that descriptive research methods can only *describe* a set of observations or the data collected. It cannot draw conclusions from that data about which way the relationship goes — Does A cause B, or does B cause A?

Unfortunately, in many studies published today, researchers forget this fundamental limitation of their research and suggest their data can actually demonstrate or “suggest” causal relationships. Nothing could be further from the truth.

B. The Location and Time of the Research

This research was conducted at MAN 1 Dumai. This school is located in Jl. Bukit Datuk lama. The researcher conducted this research from December to January 2013.

C. The Subject and Object of the Research

The subject of this research is the second grade students of MAN 1 Dumai,. Furthermore, the object of the research was A Study on Context Clues in Reading Ability at Second Grade Students at MAN 1 Dumai.

D. The Population and Sample of the Research

The population of this research is the second grade students of MAN 1 Dumai. The students are divided into one class. It can be seen in the table below:

Table III. 1
The Total of Students of Second Grade of MAN 1 Dumai

No	Class	Total of the Students
1	X1 A	32
2	X1B	31

3	X1C	32
---	-----	----

The technique used in taking the sample was by using clustering random sampling. Having the sample, the writer used lottery technique by passing out small rolled paper marked by the sequence name of the class. Then, after passing out the paper, the sample for the research was X1A. The data can be seen in the table III as follows:

Table III. 2
The Sample of Students of Second Grade of MAN 1 Dumai

No	Class	Total of the Students
1	X1A	32

Table III.3
The Classification of Students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

E. The Technique of Collecting Data

The researcher used test as instrumentation for collecting the data. The test is used to get the data about students' ability of context clues. The items are connected to the syllabus of reading in KTSP in MAN 1 Dumai. He made the items in multiple choices to comprehend

reading exposition text. The number of items for this test is about 25 items. The test was carried out from the respondent of second grade student of MAN I Dumai. After the students did the test, the writer then took the total score from the result of the reading ability test. The classification of the students' score can be shown below³:

TABLE III.4
The Blue Print

Indicators	Number of Items
------------	-----------------

³ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009) p.245

1. The students read text well	1, 5
2. The students identify the definiton of context clues	2, 7, 12
3. The students find the types of context clues	9,14,20
4. The definition or direct context clues	3,6
5. The example of context clues	10,13
6. The kontras context clues	18,19

1. Validity

Before the test was given to the samples of this research, the test was tried out to 32 students. The purpose of the try out was to obtain validity and reliability of the test.

The test is said to be valid if it measures accurately what it is intended to measure. It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows⁴:

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with new items that are appropriate. The standard level of difficulty used is >0,30 and <0,70. It means that an item is accepted if the level of difficulty is between 0,30-0,70 and it is rejected if the level of difficulty is less than 0,30 (the item is too difficult) and over than 0,70 (the item is too easy). As a result after analyzing the result of items difficulty is 0,66. It means that the items were made by the teacher were valid.

2. Reliability

Reliability is a necessary characteristic of good test. Shohamy says that reliability refers to the extent to which the test is consistent in its score and it gives us an indication

⁴ Suharsimi Arikunto., *Op Cit.* p.209

of how accurate the test scores are⁵. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test. According to Shohamy there are five types of reliability. They are test retest, parallel forms, internal consistency, inter rater and intra rater. ⁸ Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula. From all of these formula, the writer then used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum p q}{V_t} \right)$$

Where:

r_{11} : Instrument reliability

k : Number of items

V_t : Variance total (the square of Standard Deviation)

p : The proportion of the students who are correct in answering an item divided with the total number of the students

q : The proportion of the students who are incorrect in answering an item divided with the total number of students.

To know whether the test is reliable or not, the value of r_{11} must be compared with r product moment. The value of r_{11} must be higher than r table. From the calculation above the value of r_{11} is 0.67. Then the r_t at 5% grade of significance is 0,456. While r_t at 1% grade of significance is 0.575. So, it can be concluded that

⁵ Elana Shohamy., *Op Cit*, p. 70

⁶ Suharsimi Arikunto., *Op Cit.*, p.180

0.575<0.67>0.456. On the other words, the instrument is reliable because the value of r_{11} is higher than r_t .

F. The Technique of Data Analysis

In analyzing the data of this research, researcher uses quantitative analysis where the data is presented in numerical form. The data is formulated as follow⁷:

$$S = \frac{X}{N} \times 100\%$$

Where:

S = students' score

X = number of correct answer

N = number of items

Then, the researcher counted the average of each indicator of each variable. The data were analyzed by using the following formula:⁸

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} = the average score

⁷

⁸ Hatch, E and Farhady, H, *Research Design and Statistic for Applied Linguistics*, Massachusetts: Newbury House Publisher.1982.

$\sum x$ = sum of the students' score

N = the number of the students

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedures

The data of this research were obtained from the scores of the students' test. All data were taken through the following procedures:

- 1) The students were asked to answer the questions based on context clues of the expository text given.
- 2) The format of the test was multiple choices and the test was made based on several aspects of context clues in expository text such as definition, example, cause and effect, contrast, restatement and modifier.

Before taking the data from the sample, the writer tried one of the second grade students at MAN I Dumai in order to prove whether the test was reliable or not. The result found in the try out was 0.67. It means that the test is highly reliable. Then, the writer gave test to the students. The writer asked the students to answer some questions based on the passages. Before taking the data from the sample, the writer tried one of the second grade in order to prove whether the test was reliable or not. The result found in the try out was 0.67. It means that the test is highly reliable. Then, the writer gave test to the students. The writer asked the students to answer some questions based on the text given; the test was about context clues of expository text.

B. The Data Presentation

To get the students' data of Context Clues in Reading Ability of expository text, the writer gave the students reading test which consisted of 25 items. The students' frequency can be seen in the table below:

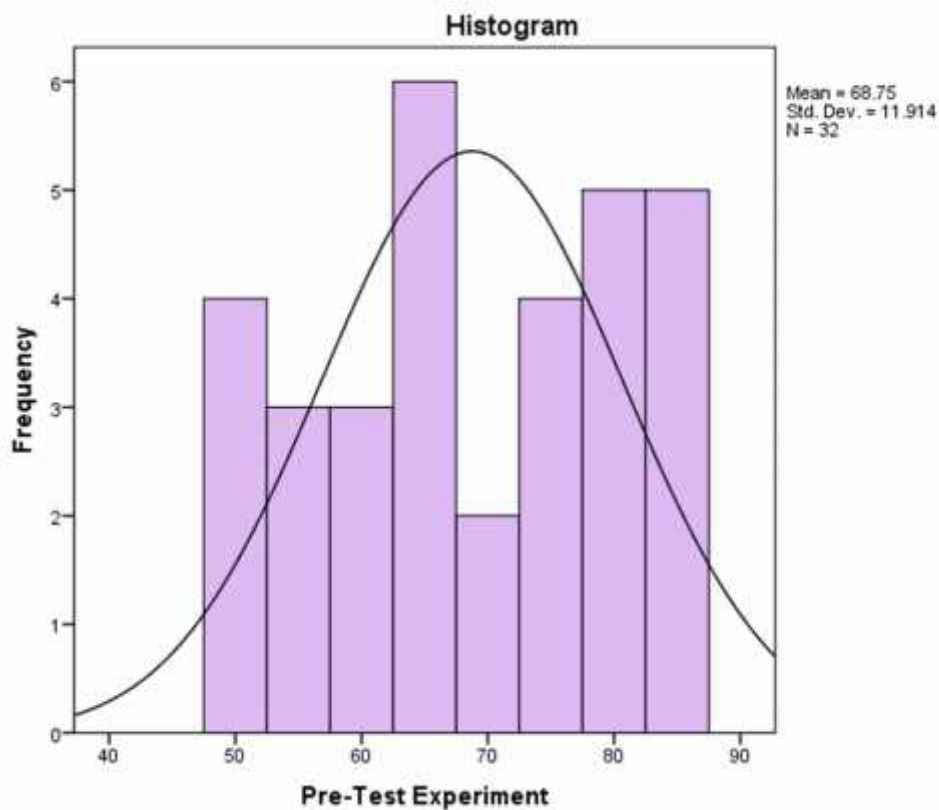
The Frequency Distribution of Context Clues in Reading

No.	Score		Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	50	4	12.5	12.5	12.5
2		55	3	9.4	9.4	21.9
3		60	3	9.4	9.4	31.3
4		65	6	18.8	18.8	50.0
5		70	2	6.3	6.3	56.3
6		75	4	12.5	12.5	68.8
7		80	5	15.6	15.6	84.4
8		85	5	15.6	15.6	100.0
Total			32	100.0	100.0	

Based on the table V, it can be seen that there are 32 respondents. In interval 50, the frequency is 4 students (12.5%), the frequency of interval 55 is 3 students (9.4%), the frequency of interval 60 is 3 students (9.4%), the frequency of interval 65 is 6 students (18.8%), the frequency of interval 70 is 2 student (6.3%), the frequency of interval 75 is 4 students (12.5%), the frequencies of interval 80 and 85 are same, 5 students (15.6%).

To determine more about the students' test at the second grade of MAN I Dumai, the writer explains it in the following histogram which is obtained from output of IBM SPSS 20:

The Result of Context Clues Test in Reading Expository Text



The writer then also classifies the respondents of the second grade of MAN I Dumai to know the category of the students' reading ability score. The classification of context clues in reading ability can be seen from the following table:

Table IV.2
The Classification of the Students' Reading Ability Score of the Second Grade Students at MAN I DUMAI

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	10	32 %
2	Good	66-79	12	37.5 %
3	Enough	56-65	6	18.75
4	Less	40-55	4	12..5%
5	Fail	30-39	-	-
Total			32	100%

Based on table VI, it can be seen that there are 5 categories for students' reading ability. The frequency of Very Good category is 10 students (32 %), the frequency of

Good category is 12 students (37.5%), the frequency of enough category are 6 students (18.75%), the frequency of less category are 4 students (12.5%) and there is no students who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading ability of context clues is 37.5

C. Data Analysis

To determine the students' reading ability on context clues of expository text, the writer took the data from the result of test. It can be seen from the table below:

Table IV.3

Table VII : The Students' Score of Context Clues in Expository Text

No	Respondents	Class XI A
		Students' Score
1	Student 1	75
2	Student 2	65

3	Student 3	60
4	Student 4	70
5	Student 5	50
6	Student 6	75
7	Student 7	85
8	Student 8	65
9	Student 9	85
10	Student 10	80
11	Student 11	70
12	Student 12	75
13	Student 13	85
14	Student 14	75
15	Student 15	55
16	Student 16	80
17	Student 17	65
18	Student 18	50
19	Student 19	65
20	Student 20	55
21	Student 21	65
22	Student 22	65
23	Student 23	85
24	Student 24	85
25	Student 25	60
26	Student 26	80
27	Student 27	50
28	Student 28	80
29	Student 29	50
30	Student 30	80
31	Student 31	60
32	Student 32	55
Total ()		2200
Mean		68.75
Highest Score		85
Lowest Score		50
Standard Deviation (SD)		11.91
Variance (S=Square of		141.94

From the table VII, it can be seen that the students' mean score on context clues of expository text is 68.75. Then, the highest score is 85 that there are five students got those score. The lowest score is 50 that there is one student got that score. However, to know how far the

students' reading ability of context clues of the second grade at MAN I Dumai , it can be seen from the students' mean score, which is 68.75. It means that they are categorized into good students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of analysis which is presented in Chapter IV, the students' reading ability of context clues is categorized into good students. It can be seen from the mean score of the test.

B. Suggestions

Considering the effectiveness of using context clues strategy toward students' reading ability, the writer would like to give some suggestion as follow:

1. Suggestion for the school

- a) It is recommended to the school to do evaluation for the students' difficulties based on the result of teaching and learning process.
- b) It is hoped for the school to establish an English club in order to expand the students' knowledge in English.
- c) It is hoped for the school to facilitate the students in joining English festival or English competition in order to strengthen the students' motivation in learning English.

2. Suggestion for the teacher:

- a) It is recommended for teacher to teach context clues strategy as one of alternative way of reading activity to improve the students' reading ability and also their reading speed.
- b) The teacher should be creative in selecting reading text in order to improve the students' motivation and to diminish boredom in teaching and learning process.

- c) The teacher should build a favorable atmosphere at times of teaching- learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material to be taught.

3. Suggestion for the students:

- a) The students should have more practice to use context clues in comprehending reading text.
- b) The students should change their reading habit as what is taught by context clues.
- c) The students should pay more attention to the lesson that has explained by the teacher.
- d) The students must be creative to select kinds of reading text in order to more comprehend the text and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic as this study.

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